

Innis Herald
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How our treasurer cooked up the budget.

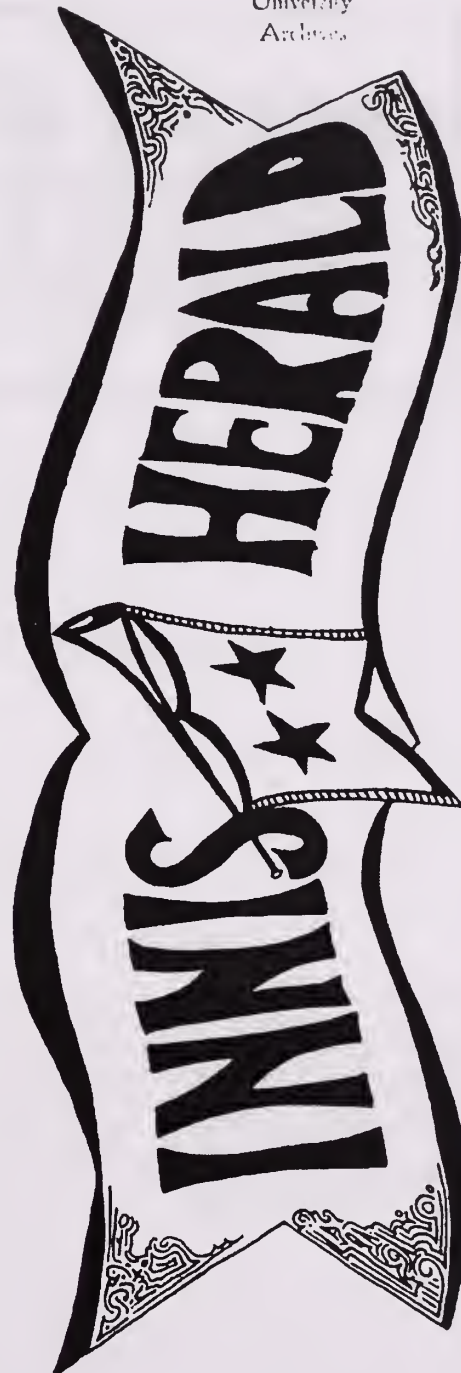
Editorial

Why the U of T should Blow

We, the students of this bureaucratic middle of the road, out of touch and out of date, campus have got nothing to be proud of, except our own apathy. This we have regimented to a very high degree and have cultured into a fine art. So we go to classes, and we take notes, and we gripe about what a big mess it is but in fact we put forth no concrete effort to create change. More than one observer of bureaucracies and large institutions has observed the change from within the structure is almost impossible unless the greater proportion of the members of that institution are involved in the promotion of the change, but looking at ourselves one can only see a fragmented will to work.

Those students on our campus intent upon action find only frustration as a reward for the steps that they take on behalf of their static colleagues. The whole set up is a drag. The griping continues to grow, half hearted efforts at small changes die in the womb. Attempts for overt action and cries for attention are labelled radical, communist, fascist, irresponsible, etc. but the griping doesn't stop here. The apathy of students is so over-developed that you can see it in their own social lives. The same old dances at the same time of year, with the same chics from the same unenlightened residences. The whole structure is thirty years behind itself if not more. Those people who predict total destruction and the complete loss of our educational system can always find me sitting on the sideline waving my flag. I'm sure that I will enjoy the whole thing. And I predict a better something out of the nothing that we have now. So let the U of T blow!

University
Archives



INNIS HERALD

Volume 4 Number 4

EDITOR - RON PUSHCHAR
TYPIST - CLARE BOOKER
SERF - NORRIE WILSON

Dear Editor;

Innis, that precious stone set in a slimey swamp. Innis, the college that cares. Really.

What am I talking about?

I am a third year student, and a member of this college, but I did not always belong to this college. Once, I attended U.C.

But at U.C. if a student feels down, or depressed, or just like having a friendly chat with friendly people about friendly things, he's out of luck.

Not so at Innis. Here, we have the registrar's office, stocked with pretty, informed, pleasant secretaries who recognize that students are not numbers and should not be treated as such.

These wonderful girls provide the nucleus of the Innis College spirit, since they have the task of dealing with the student body as representatives of the UTB (University of Toronto Bureaucracy). However, unlike other "Official Personnel", they take the time and effort to become interested and involved in the present campus scene, thereby giving the student of Innis a truly unique advantage over the students of other colleges via, a "sympathetic bureaucratic structure".

Why, if this attitude were to permeate all of the offices of this university, we might wind up with an organization which is truly singular; namely a university which is student-oriented rather than one which is bound in red tape and smothered in "procedural rules".

But until then, Innis will be the gem in the U of T crown (?), the ideal college

Yours

R.D.S. III Innis

P.S. Perhaps Innis will pioneer another great advance, such as freeing the secretaries from their office duties so that they can devote all of their time to more important things.

BLEAH!

**GOD BLESS
TYRONE
F. HORNY**

Responsibility,

or Once I'm elected,

who the hell are you bub?

by Clare Booker

Once a month, on the second Monday, the council of Innis College gets together to make all those decisions concerning Innis College that are pertinent, relevant and important. We, as students, have a meagre voice in those decisions through our 5 representatives, the President of the ICSS (ex-officio) and 4 elected members. Five votes out of 25, but we'll forget about that at the moment. The real problem is that those elected members are members of the council as individuals, representing no one and responsible to no one.

It is the policy of all College Councils that the faculty members are there as individuals, and not as representatives of anyone but themselves. These members are appointed, in the case of Innis, by the U of T. Subsequently the 4 student members, elected by their constituency, are prevented from being responsible to that electorate. In other words if student member A votes for a motion in council and you don't like his decision, then you can't do a thing about it. This happened last year when the council voted on the principle of "in loco parentis", two students voted for the principle, one abstained. There was nothing the electorate could do except offer up a motion of censure and say tut-tut. We have no control over our elected representatives, no power of recall, once elected they're in for the year baby and nothing can get rid of them except an act of God or the annual election. Most interesting and definitely something to look into.

Bourgeois Thought in Mathematics and Physics

by Tony Leach MPC, 1 a member of the TSM

Apathy and naiveté about the power relationships in our society are the most disturbing characteristics of the average U of T student. To students in Math and Physics they are practically their *raison d'être*. With a blind faith in our "value free" University of Toronto most want nothing more of life than a quiet corner of the ivory tower where they can turn on with multilinear algebra and adjoints. (Have you ever smoked an adjoint?)

A word about the university in society. However, the University is really a very value-ridden institution - a docile retreat that only furthers the unquestioning acceptance of the status-quo which is at the heart of the liberal ideology of the ruling class.

The people who own and control Canada's industries and businesses (the ruling class who are or have sold out to the Americans) put money-making above everything else. They use our society for their own profit, not for human needs and so it is not surprising to see that our universities, as part of society, are also prostituted to this end. Especially since they are vital to the efficient running of an economy based on private ownership.

Universities are knowledge factories turning our skilled technicians to run the machineries of society for the profit of the few; they produce research work of direct benefit to the private industries; they exert an important socializing (transmitting of values) influence on people; and they absorb excess capital and people, providing an opportunity for investment and helping to minimize unemployment.

Math and Physics at U of T

It is interesting to note that the U of T is so large it can afford to divide these functions among different courses to some extent. Most Math and Physics graduates neither end up in industry nor teaching industrial skills. They don't need to since the Engineering Faculty specializes in graduates who will play mechanic to that gargantuan machine, capitalism. (Mechanics, after all, only make machines run smoothly and efficiently - have you ever heard a mechanic question the end the machine he is repairing will be used for?) Even the research they will probably end up doing may not be vital to the military-industrial complex, although a hell of a lot more will be done for that than for the Toronto Student Movement or even the Canadian Labour Congress. All in all, the course of Math and Physics appears to be the storefront "knowledge-for-knowledge's-sake" course. The setup encourages students to ignore the problems of the world and to look forward to the day when they can do their own research and discourages them from worrying about whose interests their research will serve.

The techniques employed in moulding blinkered scientists are 1) specialization and 2) socialization 1) Specialization: is a major tactic in keeping science students at a very low level of awareness of where

our society is at. A student in Math and Physics has almost no opportunity to take courses in the humanities or the social sciences. If he is able to spare one course a year (most recommended specialist programmes consist of 5 or 6 subjects) he will find no connection between it and his other courses. He has no opportunity to learn about himself as a member of society. He is sidetracked from considering the interactions between science and society.

2) Socialization: is an attempt to prepare students to accept certain values without questioning them and is an integral part of all courses. Acceptance of a passive, alienated role in university and acceptance of external motivation and control in class leads to a passive role in society and a blind acceptance of the profit motive.

The lecture system inculcates a belief in external authorities to some extent, and docility and passivity to a great extent. Involvement and participation are almost as impossible as ACTION. Students learn to be sponges, firmly anchored (in body and mind) to their seat in the lecture hall, absorbing the knowledge that is dripping from the mouths of professors. Creativity is allowed, but only within strict limits. Brilliant proofs to obscure theorems are lauded, but the student who finds political rallies more stimulating than mechanically following the steps in his laboratory manual gets lower marks.

In fact, the entire rationale of exams, marks and grading is anti-educational. In part it is a reflection of authoritarianism - the Profs sitting in judgement over aspiring students; in part it is a lack of faith in the students' self-motivation and self-judgment. In part, it is an attempt to keep the M and P students busy. These three factors condition students to accept somebody else's goals. A fourth and often most important, justification for grades is the need for a product fulfilling standard specifications. In any assembly line production the final products must be identical, to a certain degree of tolerance. An engineering degree for example, guarantees certain abilities and knowledge and is very convenient for the coporation that needs a certain sized cog.

Conclusion

These are the basic faults with our educational system in general, and the Math and Physics course in particular. Students are dehumanized to the point where they can perform one specialized function reliably and without significant creativity. They are never taught to conceive of themselves or their work in relationship to society. They are taught to worry only about themselves - to accustom themselves to blinkers and restraints and gain satisfaction without concerning themselves with how others use it

it. If future scientists want to become real human beings functioning in society they must make some commitment to human ideals. They must help to create a society in which their work can be used to benefit the people of Canada, a society where the priority is human need, not profit.

The College System, or How to Divide and Rule

by Ken Stone, Innis graduate

Background

The whole business started when our ethnic elites decided to establish denominational colleges of their own. Round about 1906, however, and probably for financial reasons, they had all joined the Big Factory. Today as you wander through U.C., Vic, or St. Mikes, you can see how little has changed, especially the ethnic content.

Why Colleges now?

Now that the ethnic rationale for colleges is *passeé*, one can justifiably question not only why the college divisions still exist but why the liberal administrators persist in constantly creating new ones.

Well, there is a very good reason - the present structure of the university keeps the students ignorant and divided. Ignorant, because the body of knowledge presented at the university is so fragmented and so hard to piece together that few students can ever achieve an overview of what our society is really like; divided, because the course divisions and especially the colleges and faculties create false loyalties, institutional antagonisms, and limited horizons.

Alienation in the rationale

The college system is sold by administrators and their apologists as the answer to the alienation of the individual student among 31,187. (And most of them actually believe it) The Big Factory is just too big to be a united community of scholars. Thus, the colleges, supposedly smaller, more manageable, communities of scholars.

But his argument misses the point entirely. It is not the numbers, the 31,187, that makes for alienation, for the impossibility of a community. Rather, it is the present uses of the university and the present definition of the student that creates the alienation that almost all students feel.

The University of Toronto, as Clark Kerr pointed out, is a factory. It differs from other factories only in that its product is knowledge. "The purpose of the university is the preservation, transmission and increase of knowledge," says Claude Bissell. "The university is one of the few places that knowledge can be produced cheaply and efficiently," says Clark Kerr.

And like all the other factories in Canada, the U of T factory is controlled by the same men on the Board of Governors who control all the other means of producing wealth in Canada for their own profit and for their continued control. The proof of this statement lies partly in the use of the knowledge produced by students trained at public expense (and as the Carter Royal Commission of Taxation pointed out, mainly at

the expense of the working man) for hire to the corporations, industrial sociological research for the bosses and not the unions, anthropological work for the Department of Indian Affairs and not for the Indians - and partly in the status quo attitudes drilled since kindergarten into students' heads.

Moreover, as in the other factories, most students (intellectual workers?), like most manual workers, are alienated from their work: they have little control over the course of their education; they see no profit from it. The worker at GM Oshawa drills a few bolts into a car frame but can't influence how the car looks, whether or not it falls apart in three years, and pollutes the air, or how much it costs. The student comes to university sometimes purely to learn but mainly to achieve enough skills to lead a creative, productive life in society. Increasingly often he finds the university fails both to provide an atmosphere of creativity and also to treat him as a mature decision-making human being. And, worse, once graduated and hired (if lucky these days), the graduate has either little control over the use of his creative talents or no use for them at all. The manual or office worker is alienated from what he produces. The student is doubly alienated: he produces himself.

What is to be done?

Obviously, any student aware of the contradiction between the needs of students and general social needs on the one hand and the present set-up of the university on the other, would not permit himself to be co-opted into the bureaucracy, especially the toy student bureaucracies or even the administration - faculty bureaucracies of the universities, the colleges, or the faculties. Nor should he fall for such concepts as the "multifaculty college", a place where fragmented students rather than fragmented knowledge are supposed to meet.

Rather he should actively oppose the fragmentation of knowledge into subject disciplines and faculties. He should speak against the fantastic waste that is required to maintain a college system, against the cost of monumental buildings, against the cost of repetitive bureaucracies.

Inevitably, a group of such students cannot operate in the presently legitimate channels. They must organize outside of these channels in order to destroy them. Finally, they should realize that the fragmentation of knowledge and university structures cannot end while the university and society are controlled by those people in whose class interest that fragmentation exists. In other words, until students control the universities and workers their factories - in one word socialism - this fragmentation will continue.

It is usually only in organizing and fighting the fragmentation that one can achieve an overview of society.

The Trouble with being a personal counsellor at Innis

Linda Belanger

The trouble with being the Personal Counsellor at Innis (apart from the name itself) is explaining what you do. Especially at Innis, where nothing seems to fit into neat, labelled boxes.

The word Personal is there to distinguish me from Academic Counsellors who presumably help students with academic problems, questions or decisions. I have minimal talent in that regard - unless you have questions about the Master of Social Work program. What I do know about is people and my job is to help Innis people who have problems, questions or decisions about living, and loving.

Even in this enlightened era of mental health, there are still people around who believe that no university student should have a problem. After all, the argument goes, these are the best years of their lives - no cares, no responsibilities, a lovely life surrounded by books etc. Which is nonsense.

All human beings have problems - that's just part of the human condition. As Zorba said, "Life, is trouble, only death is not". University life isn't the idyllic, suspended-motion, golden-hued existence it's supposed to be. It wasn't when I was a student and it isn't now. Unless you happen to be over 30 in first year, university happens to coincide with a fairly rough and important time in anyone's life. The proverbial search for identity, for the self to whom you can be true, doesn't end magically with graduation from Grade 13. For most people it's really just beginning then. If the growth process stopped when our shoe size levelled out it would probably be easier. But the fact is you still have a few good years left intellectually, emotionally, socially and spiritually (for want of a better word for that part of us that decides what we value). And most learning and growing is difficult, if not downright painful.

It should not surprise anybody that university students can become depressed, lonely, anxious about exams, addicted to drugs, hung-up about relationships or sex, bored or involved in painful clashes at home. The point is not whether you have problems but how effectively you cope with them. Sometimes the solutions people attempt can result in bigger problems than the original one - such as drinking to cure shyness, or pregnancy to separate from overprotective parents. Or suicide which has been described as a permanent solution to a temporary problem.

Whether a student needs help depends partly on whether his problems present themselves one by

one in manageable fashion or in clumps which need untangling. It also depends on whether he knows help is available such as the Health Service, the Student Advisory Bureau and Myself - and realizes that everything he says is confidential. But mostly, in my view, it depends on whether he has the feeling that anybody cares what he's experiencing.

And that's precisely where the college has a part to play. On a campus of this size, one of the major problems is anonymity. Theoretically, the colleges should offset this by providing a more intimate, personal environment for their students. I don't believe Innis is yet succeeding in this. Maybe it's because we are in two buildings - or too pre-occupied with the labour pains of our expected building. While it may be exciting to be a member of "the little college with the big ideas", the college that's newer than New, it doesn't give you much to hang onto in the meantime.

Innis hasn't been around long enough to grow ivy or develop rigid structures - which can be a good thing. But it doesn't mean we have to be fanatical about non-structure. In the absence of structure, or traditional ways of doing things, people can spend all their time trying to agree on the rules of the game or wandering around looking for the ball.

We are so casual and informal at Innis that nobody has any names. I've been to Student Affairs meetings and groups like Beaver and very rarely have I been introduced to anybody or heard any student introduced to any other. Until we all have numbers, names are as good a place as any to begin the process of getting to know another human being - or yourself for that matter. It isn't easy to walk into that common room if you don't know anybody in there. In fact, unless you happen to put in twice-daily appearances at Innis II, it can be tantamount to approaching a meeting of the Klan wearing a coloured bedsheet.

It seems to me that in the absence of long-established traditions, we have to find other ways of making it meaningful to be a member of Innis College. Our new courses will help, but beyond that we have to create the kind of climate - even in our temporary buildings - that says we care about each other as people.

In that kind of climate no problem looms as large or as insoluble.

Say, did you know....

Well sports fans, the suburban back fence has taken up residence at Innis College again this year, the old reliable grape vine is still alive and kicking. Get your gossip in freshly bottled quantities before the impurities have time to settle in and be forgotten in the endless saga of the Inniscents.

The Innis College clique we're so proud of, where everybody knows everybody else because we're just one big happy family. Each member watching out for the others because we believe in undivided togetherness. That's why we're so concerned when Tom stops to sit with Jane. What about poor Laurel? And did you see Jim and Carol talking at lunch yesterday while Barb pined away over at Vic just one of the anonymous crowd. As part of this close knit group we seem to feel compelled to sit and to watch and to discuss, tut-tutting behind backs as we stare in wonderment and resign souls to a worsser fate.

More important yet! Have you seen Sue and Bill lately? They go to all their classes together, Are


they going out? Are they engaged yet? Are they getting married? Is it a crime to show a sign of friendship however large or small, to a member of the opposite sex in our common room? The slightest smile the faintest hello, and you are both immediately deposited in outer suburbia with 3 kids and a 20 year mortgage. Boys can have boys as friends (but not too friendly please) and girls can have girlfriends, but never the twain shall meet, except before a Justice of the Peace. Did it ever occur to anyone that girls and guys might want to be friends? Nothing clandestine or untoward, just friends. They're compatible as good friends, period, full stop, nothing more.

As part of this happy family I'm interested in its members, how they feel about things, what they want to do, where to go, just going things for a laugh. However, if this interest automatically includes me in the juicy tid-bits that float around our noble edifice I will simply resign myself forever to the anonymity of 662054763.

Artsie Army

Report From The Front


By General Disturbance C.M.D.R.



The Secretary of Defence has invited me to speak to you good Artsies at home about how the gory battle is going here at the front. Well, it ain't good. We're taking a goddam beating from them filthy, dirty-fighting Engineers (my troops call them cruds up here at the front.) The blood flows like bilge wash everywhere, but me and my lads are putting forth a tremendous effort. So far in this war that has lasted ever since the black day they built the engineering building on the south side of the campus, the engineers with their crack troops, the B.F.C., have been taking almost every battle but by god, they pay heavy in their own guts. Their crummy tellow helmets and that infuriating off key band of theirs, cheer their troops on every occasion. My boys fall back in fright everything they hear that piss-poor racket, Why, hell, they've invaded Sidney Smith 3 times this year and no one stops them.

The main reason I wrote this paper is to stir up some courage in you yellow-bellies back home. You got to be here and see the bridges that the engineers built that collapse and kill people. You see them buildings they build that are obsolete when they are completed. You see airplanes built by them cruds that crash taking hundreds of artsies with them. But the worst by damn, is seeing them engineers going out with good pure artsie women and bringing them back used and mistreated. The Bastards. It makes my blood boil.

I got a report from Major Major that recruitment is falling off in Trinity and Victoria College and that Innis UC and New Colleges are bearing the brunt of this dirty war. Now don't you get me wrong. I ain't no war-hawk, I hate killing just as much as you do, but you gotta get them dirty infiltrators before they get you. I wanta make an appeal to bolster the rosters for the upcoming offensive in the fall. We'll get them or else. Drive them cruds where they belong - out to Scarborough Campus.



Making-out

An in depth study at Innis College

Where they lie

1. Joe and Eva
2. Fred and Mariana
3. Barry and Linda
4. Rick and Sue

Hot new Chart chargers:

- Les and Lynn
George and Myra

There has been a startling new revelation made by our distinguished member without portfolio, the Hon. Bill McMartin. He has reported that the hot water consumption of the radiators has been mysteriously low for the cold weather season. Why should there be this apparent lack of hot water consumption when most Innis II "old faithfuls" would agree that the Innis II common room is adequately heated.

A royal commission has been appointed by the Hon. Mr. McMartin. He has chosen the incessant inquisitive mind of Lawrence Dobkin to investigate the phenomenon. After days of constant investigation and devoted dedication (i.e. skipping classes) Mr. Dobkin has found the answer to the mystery. It is the natural generation of body heat that has kept the common room warm.

Making-out is the current passion. No longer can upstanding virtuous and innocent college students vegetate in their own synchronized incremental projection, they must now be exposed to this indecent, but wonderfully satisfying, (if you're doing it,) disregard for college mores.

Through my investigation, it was difficult to decide who was the make-out artist who started all this licentious activity. The axe appears to fall on Rick and Sue, although Joe and Eva say that they will not stand for this gross insult.

Since each couple has seen fit to conduct their making out over immense periods of time, I have had to rate them according to enthusiasm and frequency. Joe and Eva appear to be a shade ahead of Fred and Mariana but Barry and Linda have been making their jump. It only goes to show what big business has been saying to young men for years - if you keep trying harder, success will eventually be brought to a great climax.

Now a word about the hot new chart chargers. Les and Lynn have lost considerable time and ground to the other make-out kings and queens but if they put all their energy into it they can possibly bust into the top five next week. Myra, that delectable wench, is apparently put off by George's interest in the stock market. Whenever there is an opportunity to register make-out time, George is busy listening to quotations from his salesman.

Can you imagine what this licentious behaviour could lead to? Well, possibly even stag movies. To this Hon. B. McMartin stated, "Let's urge the

other Innis males to stimulate their latent make-out talents."

Since all newspapers try to disseminate knowledge and search for truth, I tried to discover the secrets of these artists. Make-out artists are a strange breed - they skip lunches, and they do not breathe like us mortals, for heavy breathing does offend.

I went directly to the number one couples for their secrets. Needless to say, the artists were not receptive to revealing their secrets. As one said: "if she comes, she comes; if she don't no skin off my lips.

It's a frustrating sight to see unoccupied males sitting in the common room with their tongues hanging out, their fingers twitching and sweat rolling down their foreheads. They cannot bear the sight of these making-out sessions. They cannot help thinking that their fees might increase the following year to pay for new couches. Making-out is very hard on vinyl.

After careful study of the making-out phenomenon, I began realizing that there were certain hardships and problems that the artists had to face. First of all, they must miss classes in order to satisfy their selfish needs. There is no way that any one of the top three couples could remain in their present position if they went to classes. And if they did go to all their classes, they would need their heads examined.

If you make out all Friday afternoon what do you plan to do Friday night when you take her out? When you get home from school, your mother asks you how you made out at school. Blood rushes to your head and your palms sweat. Naturally you are reluctant to answer because she thinks that all higher learning centres around the library - which is not the case.

You pass on germs that cause tooth decay. You pass on germs that cause tonsillitis. Girls acquire the habit of pulling down their short skirts even though they may be wearing slacks at the time.

Even the best woman's hair spray will not hold when these Tarzans get excited. You are bothered by minor ailments such as stiff necks, wrenched backs, twisted knee ligaments, bruised tongues, chipped teeth, redness of the skin, permanently curled toes, and eye-lids that will not open. It's a demanding activity but it's rewarding because where else do you get that warm feeling of giving and getting.

(Editor's note:) Just before press time, Linda, no. 3, decided to disown Barry and go steady. This now leaves Barry high and dry. When I tried to learn his reactions to this setback he was surprisingly calm. In a typically philosophical manner, he said, "You know, making-out is like assembling cars - the parts are always the same, but it is interesting how they always manage to fit perfectly into the right place.

by Jim Zero II



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